

**GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA**

UNSTARRED QUESTION NO:669

ANSWERED ON:06.02.2017

Teacher Training and Quality of Education

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Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether the Government has taken note that there is an urgent need to improve the quality of teaching in schools in the country and if so, whether the Government has any proposal to focus on both improving physical infrastructure and methodology of teaching by providing proper training to teachers and if so, the details thereof;
- (b) whether it is also a fact that the quality of primary education is declining due to rampant corruption in many States including Uttar Pradesh and Bihar and if so, the steps taken/ proposed to be taken to improve the education system in the country;
- (c) whether the Government proposes to coordinate with the States for improving primary education and re-open the teacher training centres in all the States and if so, the time by when these are likely to be done ;
- (d) if not, the reasons therefor;
- (e) whether the Government also provides any funds to State Governments for teacher training programmes and if so, the details thereof, State/UT-wise including Chhattisgarh ; and
- (f) whether the said funds have been fully utilized by the State Governments and if so, the details thereof and if not, the reasons therefor?

Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)

(a): The Right of Children to Free and Compulsory Education (RTE) Act, 2009 has been enacted for universalization of elementary education i.e for classes I to VIII across the country. Section 23(1) of RTE Act stipulates that any person possessing such minimum qualifications, as laid down by an academic authority, authorized by the Central Government, by notification, shall be eligible for appointment as a teacher. Accordingly, the Central Government has notified the National Council for Teacher Education (NCTE) as academic authority for recruitment of teachers. Additionally, NCTE, mandated for providing quality teacher education to the prospective teachers, has set norms and standards for infrastructure, instructional facilities and qualification and experience of faculty for the teacher education institutions in which teachers are educated. For this purpose, NCTE has revised its Recognition, Norms and Procedure, Regulations 2014. The Regulations 2014 has specifically taken care of gender, equity, ICT, yoga and inclusive education incorporating them in the revised curricula prepared for this purpose.

Teacher education programmes are undertaken by both Government and nongovernment institutions after seeking recognition from the National Council for Teacher Education (NCTE) in accordance with the norms and standards laid under the NCTE Act and its Regulations. The NCTE conducts inspections of recognized teacher education institutions under section 13 of the NCTE Act to monitor their quality.

The Central Government, through Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) supports the State Governments and UT Administrations on several interventions to improve teaching standards, including inter alia; regular in-service teachers' training, induction training for newly recruited teachers, training of all untrained teachers to acquire professional qualifications through Open Distance Learning (ODL) mode academic support for teachers through block and cluster resource centres, training on ICT Component, Inclusive Education, Gender Sensitization and Adolescent Education is provided. Under both SSA and RMSA, the focus is to give subject specific, need based and relevant in service teacher training to both elementary and secondary teachers for their professional development.

(b): The Government has not received any complaints with regard to the quality of primary education is declining due to corruption in many States including Uttar Pradesh and Bihar. However, education being a State subject, complaints, if any, received in this regard are forwarded to the respective State Governments and UTs. The Sarva Shiksha Abhiyan (SSA) programme has an inbuilt concurrent evaluation and monitoring system. The implementation is reviewed twice every year by a Joint Review Mission (JRM) comprising independent experts and members of external funding agencies, covering all States by rotation. Data on

educational indicators including teachers and infrastructural facilities is collected through a Unified District Information System of Education (UDISE) every year. These evaluation reports and related information are placed in the public domain on the Ministry's website. The Central Government has taken various measures to enhance the quality of school education in the country. Since 2016-17, 10% of SSA funds have been exclusively earmarked for spending on quality initiatives. Sub-programmes under SSA called Padhe Bharat Badhe Bharat (PBBB) and Rashtriya Avishkar Abhiyan (RAA) have been launched to improve foundational learning at classes I & II and to enhance students interest in Science and Mathematics. The States and UTs have uploaded their best practices in the form of case studies, testimonials and videos on the SSA-Shagun repository which was launched by Ministry in January, 2017.

(c) & (d): Under the SSA program, in-service teacher training is being provided elementary school teacher through the institutional structure of Block Resource Centres and Cluster Resource Centres. Additionally, pre-service teacher training is provided to eligible candidates in Government Teacher Education Institutes like District Institute of Education and Training (DIET), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies In Education (IASEs).

(e)&(f): The Central Government provides funds to the State Governments and UT Administrations for teacher training programmes under SSA . The funds released to States and UTs during 2016-17 for various initiatives under the SSA program (including in-service teacher training) are at Annexure.
